

INSTRUCTOR:

SARAH L. BACON LCSW

CONTACT INFORMATION:

Phone: (435)705-4592

e-mail: bacon@dixie.edu

Office Hours: M, W, F 1:00 to 2:00 pm, or by appointment

REQUIRED TEXT:

Lightfoot, C., Cole, M. & Cole, S. R. (2009). *The Development of Children*, 6th Edition. New York: Worth Publishers. ISBN: 1-4292-3636-1. Available at the Dixie State College bookstore and through on-line retailers.

IMPORTANT DATES

Classwork starts	Aug 22
Last day to add without a signature	Aug 24
Drop fee begins (\$10 per class)	Aug 29
\$50 Late registration/Payment fee	Sep 6
Last day for a Refund	Sep 12
Last day to drop without receiving a "W" grade	
Last day to ADD classes	Sep 16
Last day to apply for graduation	Sep 30
Last day to DROP/AUDIT classes	Oct 17
Last .day for complete withdrawal	Nov 11
Classwork Ends	Dec 9
Final Exams	Dec 12-16

Development in Infancy and Childhood

PSY 3200, CRN 43836

FALL 2011

Course Description

A review of theory and research on prenatal development, pregnancy and birth, infant's sensory and motor capabilities, brain development, and attachment, children's understanding of their physical and social world, pretense and theory of mind, language and reasoning, self-concept, parent-child and peer relations, self-control and morality. Viewed from biological, cognitive and social-cultural perspectives. One observation period, to be arranged. 3 lecture hours per week.



Human embryo 6 weeks

Lecture: Monday, Wednesday and Friday 2:00 to 2:50 pm, McDonald 106

Prerequisites: PSY 1010 and either PSY 1100 or FCS 1500.

Philosophy/Expectations

This course will operate on the philosophy that active engagement with material fosters quality learning. There will be ample opportunity for in-class discussion, both in small groups and with the entire class. Students are expected to read assigned text prior to class and be prepared to participate in class to maximize the learning experience. Throughout your involvement in the course you should be testing what you read about specific issues in the textbook and hear in the lectures with your own observations of human behavior in various contexts. The provided course calendar indicates when topics will be covered; however, please allow for some flexibility in the schedule.

There is no attendance policy for this course, other than for administrative purposes. However, absences may result in lost learning opportunities, including possible extra credit opportunities.

Social Science Program Objectives



Infancy

As an outcome of taking courses in the Social Science program, students shall:

1. Demonstrate the ability to examine human behaviors in a structured and organized way as a means of understanding the human condition. Measured by examination and/or oral and written reports.

2. Demonstrate the ability to recognize the ideas, people and events that are generally thought to be important by social scientists. Measured by examination and/or oral or written reports.

3. Develop a perceptual frame of reference based on social scientific knowledge. Measured by the presence of an attitudinal frame

of reference which would be expressed in written or oral activities.

4. Exhibit concepts of critical thinking and scientific methodology in examining human behavior. Measured by the presence of an attitudinal frame of reference which would be displayed in written or oral activities.

“Babies control and bring up their families as much as they are controlled by them; in fact the family brings up the baby by being brought up by them.”

Erik H. Erikson



Toddlerhood

Course Objectives and Outcomes

The primary objective of this course is to provide a review of development in infancy and childhood. By the end of this course, students should be able to:

- Demonstrate knowledge of the major domains of child development.
- Demonstrate knowledge of the major themes in child development.
- Demonstrate knowledge of child development theorists and their theories.
- Demonstrate knowledge of empirical findings in developmental psychology.
- Demonstrate the ability to observe, record and

evaluate development in accord with theories of development, developmental norms and empirical research.



Childhood

Examinations



Early childhood

There will be 4 exams throughout the course. Your lowest exam grade will be dropped from the calculation of your final grade. Midsemester exams will be administered in the Testing Center (you will be

required to present your student ID to take the exam) between the hours of 9:00 am and 9:00 pm Monday through Friday and 4:00 pm to 9:00 pm Saturday and Sunday over a three-day period. Please see the Testing Center Website for further information and to verify hours of operation. **No early or makeup exams will be permitted for any of the exams under any circumstance.**

The exams will consist of multiple choice, true/false and matching items from the material presented prior to the examination.

Exam Schedule:

	<u>Date</u>	<u>Points</u>
• <u>Exam 1</u>	September 11-13	100
• <u>Exam 2</u>	October 11-13	100
• <u>Exam 3</u>	November 6-8	100
• <u>Exam 4</u>	December 14	100

Final Exam

The final exam will cover all of the material presented since the previous exam (text and all presentation materials, including videos) and will also in-

clude multiple choice, true/false and matching items.

The final exam will take place on Wednesday, December 14, 2011, from 12:30 pm to 2:30 pm.

“The propensity to make strong emotional bonds to

particular individuals [is] a basic component of human Nature”

John Bowlby

Paper

There will be one 10 page paper worth 100 points. The paper has four components:

- 1) 15-20 minute observation of a child between the ages of 6 months and 12 years with a “running record” of everything the child does and says.
- 2) Identify domains of de-

- velopment in observation notes (social, emotional, cognitive and physical).
- 3) Locate norms of development for your target child.
- 4) Compare and contrast your observation notes and the norms of de-

velopment. See page 7 for more detailed information about the paper.

Assignment Dates:

Observation 10-3-11

Notes due: 10-5-11

Partner review: 10-21-11

Peer review: 11-11-11

Paper due: 11-21-11



Renee Baillargeon

Projected Course Calendar

22 Aug 2011	Course Introduction
24 Aug 2011	Chapter 1: The study of human development
26 Aug 2011	Chapter 1: continued
29 Aug 2011	Chapter 2: Biocultural foundations
31 Aug 2011	Chapter 2: continued
2 Sep 2011	Chapter 3: Prenatal development
5 Sep 2011	Labor Day
7 Sep 2011	Chapter 3: Prenatal development continued and birth
9 Sep 2011	Chapter 3: birth continued
<u>12 Sep 2011</u>	<u>Exam 1</u>
14 Sep 2011	Chapter 4: The first three months
16 Sep 2011	Chapter 4: continued
19 Sep 2011	Chapter 4: continued
21 Sep 2011	Chapter 4: continued
23 Sep 2011	Chapter 5: Physical development
26 Sep 2011	Chapter 5: Cognitive development
28 Sep 2011	Chapter 5: Cognitive development
<u>3 Oct 2011</u>	<u>Child Observation</u>
<u>5 Oct 2011</u>	<u>Chapter 6: Social development; Original observation notes due</u>
7 Oct 2011	Chapter 6: Social development continued
10 Oct 2011	Chapter 6: Emotional development
12 Oct 2011	Chapter 6: Emotional development
<u>12 Oct 2011</u>	<u>Exam 2</u>
14 Oct 2011	Semester Break
17 Oct 2011	Chapter 7: Language
19 Oct 2011	Chapter 7: Language
<u>21 Oct 2011</u>	<u>Partner review of paper</u>
24 Oct 2011	Chapter 8: Physical development
26 Oct 2011	Chapter 8: Cognitive development
28 Oct 2011	Chapter 9: Social development
31 Oct 2011	Chapter 9: Emotional development
2 Nov 2011	Chapter 10: Contexts of development
4 Nov 2011	Chapter 10: Contexts of development continued
<u>7 Nov 2011</u>	<u>Exam 3</u>
9 Nov 2011	Chapter 11: Physical development
<u>11 Nov 2011</u>	<u>Peer review of paper</u>
14 Nov 2011	Chapter 11: Physical development continued
16 Nov 2011	Chapter 11: Cognitive development
18 Nov 2011	Chapter 11: Cognitive development continued; Paper due
<u>21 Nov 2011</u>	<u>Chapter 12: School; Paper Due</u>
28 Nov 2011	Chapter 12: School continued
30 Nov 2011	Chapter 12: School continued
2 Dec 2011	Chapter 13: Social development
5 Dec 2011	Chapter 13: Social development continued
7 Dec 2011	Chapter 13: Emotional development
9 Dec 2011	<u>TBA</u>
14 Dec 2011	<u>Final Exam 12:30 to 2:30 pm in class</u>

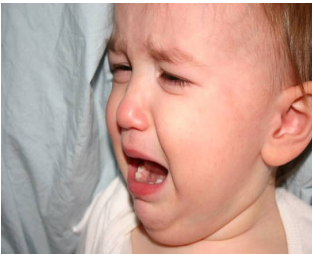


Mary Ainsworth

Academic Honesty

As stated in the DSC Student Handbook; “Academic dishonesty in any form will not be tolerated at Dixie State College (Academic Discipline Policy, 3.34)” including cheating, and plagiarism. These acts of academic dishonesty are strictly prohibited.

Disruptive Behavior Policy



Toddlerhood

If your conduct in class affects the learning atmosphere of the class, the instructor reserves the right to drop you from the class. This will happen using the following procedure:

Verbal warning that your behavior is negatively affecting the class.

Written warning that you are negatively affecting the class.

Removal from the class. The instructor will inform the student in writing of this, along with contact information for a supervisor of the instructor so the student can appeal if desired.

Grading

The midterms, final examination and paper are each worth one-quarter of your total grade (400 points total).

You may receive up to 25 extra credit points (for a maximum total of 400 points for the course) for taking advantage of extra credit opportunities presented ran-

domly during the course. Grade Points

Grade Points

A 372—400

A- 360—371

B+ 348—359

B 332—347

B- 320—331

C+ 308—319

C 292—307

C- 280—291

D+ 268—279

D 252—267

D- 240—251

F 239 or less



Arnold Gesell

Policies for Absences Due to College Related Functions

For students, such as student athletes, who travel as official representatives of the college, absences due to college functions will not negatively affect the student's grade. The student is required to provide the instructor with a schedule of days that will be missed and will be required to negotiate any scheduled work ahead of time with the instructor.

Student Support Services

Students with medical, psychological, learning or other disabilities desiring reasonable academic adjustment, accommodations, or auxiliary aids to be successful in this class will need to contact the Disability Resource Center (DRC) Coordinator, Baako Wahabu, for eligibility determination **within the first two weeks of the beginning of classes**. Proper documentation of impairment is required in order to receive services or accommodations. DRC is located on the ground floor of the Financial Aid

Office. Visit or call 652-7516 to schedule an appointment to discuss the process. The DRC Coordinator determines eligibility for and authorizes the provision of services.



John Bowlby

Campus Resources

“What a distressing contrast there is between the radiant intelligence of the child and the feeble mentality of the average adult.”
Sigmund Freud

Library: For information concerning the library and hours of operation go to <http://library.dixie.edu/>.

Computer Lab: The Computer Lab is located in the Smith Computer Center. For more information go to <http://new.dixie.edu/cit/cis/>.

Writing Center: The Writ-

ing Center is located on the first floor of the Browning Learning Resource Center if you need assistance with a written assignment in any class. For more information go to http://new.dixie.edu/english/dsc_writing_center.php.

Testing Center: The Testing Center is located on

the First floor of the Career/ Financial Aid Building. For more information go to <http://new.dixie.edu/testing/>.

Tutoring Center: The Tutoring Center is located on the first floor of the Browning Learning Resource Center. For more information go to <http://dsc.dixie.edu/tutoring/index.htm>.

Dmail

You are required to check your dmail account. Important class and college information will be sent to your demail account, including DSC bills, financial aid/scholarship notices, and notices of cancelled classes, reminder of important dates and deadlines, and other information

critical to your success at DSC and in your courses. If you don't know how to access your dmail account, go to www.dixie.edu and select “Dmail” from the left column. To locate your dmail username and password, go to www.dixie.edu, and click on “Log

in to student services” (upper right corner).

Paper:

- 1) Meet with an assigned partner and conduct a 15-20 minute observation of a child between the ages of 6 months to approximately age 12 on **October 3, 2011**. Both partners should observe the same child and create their own observation notes. The observation should take place in a grocery store, park or other public location. Do not tell the child you are observing them. If the child is with a parent, you should obtain the parent's permission and assure the parent that you are not "testing" the child, but only learning how to observe and record child behavior. You may **ask the parent the age of the child** (in months for children under age 6). Otherwise, you must not interact with the child or parent. You should remain at a distance and appear uninvolved.

Each partner should make a "running record" of everything the child does and says. This should be an objective record of only what you see and hear in a sequential manner as it happens. Your notes should not contain any evaluative or judgmental notes (i.e., "she is unhappy" should be "she frowns and tears roll down her cheeks"). Write down exact quotes of anything the child says. You must not use the child's real name (you should provide an alias). Be sure to record the child's gender and age, and the specific location of the observation. Your notes must be turned in during class on **October 5, 2011**, in order for you to get credit for this part of the paper.

- 2) In the margin of your observation record, make note of the domains of development observed (physical, cognitive, emotional and social). Copy and exchange your observation record with your partner.
- 3) Locate norms of development for all four domains of development. You may use the textbook or other resources such as <http://www.med.umich.edu/yourchild/topics/devmile.htm> (if you use an alternate resource you must attach a copy of the resource to your final paper).
- 4) Use your joint observation notes to compare and contrast your observations with the norms of development. For your paper, you will describe what you expect for each domain of development (physical, cognitive, emotional and social) using the developmental norms. Each partner should concentrate on two domains of development so that the final report includes all four domains of development. You must use APA style for citations and references. Be sure to provide specific and detailed examples for each developmental area. An important part of this assignment is your professional research judgment. The norms you include will depend on the age of the child you select. Please be thoughtful and deliberate in your selection of the appropriate information to include in this report.

Partners must meet on **October 21, 2011**, and exchange rough drafts. Each partner should review and fully edit their partner's paper during this time. Any concerns should be discussed and resolved during this time.

A "final draft" of the paper is due in class on **November 11, 2011**, for anonymous peer review. Because this is an in-class assignment, no late papers will be accepted. In order to get credit for this part of the paper assignment, you must submit a paper for editing as well as be available to edit a paper.

The final paper is due on **November 21, 2011**, by the end of class (no late papers will be accepted under any circumstance). The final paper should be no more than 10 pages total and be in APA format. You are required to turn in one final paper with all relevant sections from both partners, including a cover page, references, a rough draft from each partner, and a set of original observation notes. One grade will be assigned to both partners. Thus, the ability to work cooperatively will be important for your final grade.